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ABSTRACT

An institutional analysis of Kalamazoo College written by an Intern in the President's office is presented. Examined are such aspects of the college as the board and its major committees; the operations of the President's office; students, faculty, administration, and staff; community involvement; institutional data; budget data: institutional policy; and the social, political, and academic climates. The three critical areas are identified: (1) institutional research does not have a natural tie to the computing facility and usually compiles data in a piecemeal fashion; (2) there is an attitudinal factor that prevents the college from diversifying--the college makes a national effort to duplicate its similarities; and (3) the college is experiencing a serious retention problem. (BD)

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AN INSTITUTIONAL ANALYSIS OF K COLLEGE:

A SOCIO-POLITICAL FARADOX AND RETENTION

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Rockefeller Presidential Intern and
Director of Institutional Research

who was

Recommended by the University of Michigan's Center for the Study of Higher Education

who did

Serve at the pleasure of Kalamazoo College

and was

Funded by the Rockefeller Foundation

Note: The document was undertaken in appreciation of those three organizations with some professionals who dared to be innovative at a time when the country is in a conservative swing; it is intended to provide information to some so that they may continue to be creative and proof to others that they may become creative--and that together, we progress.

Sept. 1978

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PROLOGUE

A Mollycoddle

One for the nigger
    Two for the poor
Three to catch Nixon
    Ford to let him go

AN INSTITUTIONAL ANALYSIS OF K COLLEGE:

A SOCIO-POLITICAL PARADOX AND RETENTION

Introduction. This report will not have a completely formal methodology that many professionals have come to expect of an institutional analysis. Because the author was in the unique position as an Intern in the President's office and appointed Director of Institutional Research, he discovered that while on the one hand he was an outside observer, on the other hand he was close enough to the institution to feel its pulse; though seemingly paradoxical, the outsider/insider concept is appropriate. In appreciation for the important opportunity to develop at a crucial point in his career, the Intern produced this document in the hope that it will help the College in the future in some significant way.

It goes almost without saying that Kalamazoo College does a fine job at educating many of its students--its record will speak for itself in that regard. Moreover, any institution which has the national presence of Kalamazoo must necessarily have many strengths and will be doing many things superbly. However, this report will deal almost exclusively with its weakest areas in order that the College may become better than it is.

Almost in that same vein, the analysis will be quite critical of individual offices and may even seem to connote personal characteristics: When that appears to happen, the reader is reminded of the difficulty, at times, of separating the person from the office. This report is in no way a personal evaluation of anyone. The office of the president is the most likely candidate for the misinterpretation mainly because it is the office of greatest responsibility.

The President of Kalamazoo College has allowed this study to go toward, and has no reservations about its findings being aired in a public domain, that reflects his major strength—a profound confidence in himself, his office, and the College—more than any comment in the subsequent text will.

This analysis is a reading of the College in those areas where the Intern judged, independently, that the College had short falls. While the information was obtained from various sources (both formally and informally) including written documents and verbal reports, the author is making an independent evaluation of the sources and data, and accepts full responsibility for the accuracy of presentation.

The Methodology. The methodological structure of this study can be described as follows:

1. An evaluation of informational flow and operations of the President's office.
2. An observation of the Board and its major committees.
3. Participation in the key College committees.
4. Extensive interaction with students, faculty, administration, staff, and board members.
5. An assessment of the larger community reaction to, and involvement with the College.
6. Familiarity of institutional data, the College's history, current policies, and decision making styles.
7. Reviews of budget data and College member's compensation packages.
8. Evaluation of policy and polity related to admissions; retention of students; employment and dismissal of faculty, administration, and staff
9. Assessment of social, academic, and political climate as related to number 8 above.
10. A disciplined judgment of the components of this analysis.

An Overview. The three critical areas are: 1) institutional research does not have a natural tie to the computing facility and usually compiles data in a

piece-meal fashion, 2) there is an attitudinal factor which prevents the College from diversifying--the College makes a national effort to duplicate its similarities; the manifestation of which is a sophisticated superiority behavior, and 3) the College is experiencing a serious retention problem that starts at the upper administrative level and ripples throughout the College. Moreover, the larger community (alumni, friends, supporters, etc.) is affected by the internal phenomenon and in a reactionary posture disengages itself by varying degrees from the Colleges well being. The attitudinal theme will be illustrated later as various segments of the College community are anlayzed. However, it is maintained from the outset that the peculiar separation of institutional research from the primary data source was caused historically by the morale and attitudinal phenomenon which took the form of administrative personality clashes. The end result was a termination of the research personnel and a profound suspicion of the Research Office, the removal and resultant attitude render the Office temporarily defunct.

Because the former research officer was viewed as using the Office to force administrative decisions, as opposed to providing the data on which decision making may be based, administrative conflicts developed. Also, it was generally assumed by the College community that the data were not presented in such a way as to facilitate collective decision making. The senior administrators and department heads, for the most part, interpreted the Vice President for Research and Planning to be in a power struggle for dominance. The administrative reaction which was intended to bring the Office under control, in fact, caused it to become defunct. Some administrative uncertainty still remain about the proper use and control of the Office of Institutional Research and Planning, although the College's need of such a facility is obvious.

The Intern recognized the College's need for institutional research and desired to be of significant service to the College. Therefore, I initiated the process

from which he was appointed Director of Institutional Research. The Intern started with ambitions of establishing a viable research office in the College community, which was to be restructured in such a way as to be highly functional. He soon discovered that the College community was so hostile toward institutional research because of past experiences, that much time and effort was needed to re-educate the community with respect to institutional research. Moreover, the lame-duck perception of the Rockefeller Intern coupled with reservations about his professional abilities, made the re-educational process more tedious than it should have been. Therefore, because of excessive resistance and the absence of clear authority, the Intern made no serious attempt to restructure the Research Office in a functional manner, even though an appropriate structure is judged (by the majority of the President's Advisory Committee, the author concurring) to be necessary for the operation of the Office. The absence of continuous systematic data flow is the main failing of this study (and the College) in a statistical sense. However, this report still has validity and the College vitality as this document will demonstrate.

The Student Body. While the College is committed to a liberal arts mission, it does not equivocate about its "hard" science orientation. At the executive and senior administrative levels, there is a real concern about retention of students. The faculty are concerned mainly about the quality of students, particularly those who are allowed to graduate. Many times these two concerns seem more conflictive than they have to be as will be illustrated later. Every faculty knows a quality student when he experiences him, but as a group, the faculty is unable to define what is quality, or how to describe it to other professional groups, and usually disagree among themselves on precisely what is quality in a student. The idea of "what is quality" is especially controversial with respect to non-traditional students generally, and the Black students particularly.

When we explore the graduates in Biology, Physics, Chemistry, and Mathematics for the selective years of 1977, 1974, 1973, and 1972, (time did not permit the

collection of data for 1976 and 1975) the data are interesting: The SAT range for 1977 is from 940-1420; for 1974, the range is 959-1578; for 1973, 1091-1504; and 1003-1450 for 1972. Also, one notices that the relationship of cumulative GPA's with board scores changed over the years. For example, even though the board scores for 1977 are lower than the other selected years, those graduates with lower SAT's tended to get better grades--no 1977 graduate has a cumulative GPA between 2.00-2.49, as in earlier years. Moreover, there is so much overlap in the SAT ranges as related to cumulative GPA's (which are analyzed at 2.00-2.49, 2.50-2.99, 3.00-3.49, and 3.50-4.00) that one is hard put to say that SAT's predict college grades other than in the extremes of the range. (See Tables 1-4.)

Obviously, if one studied the drop-outs in a similar fashion, he may discover additional information. Given the SAT range of the students who graduate and the overlap of the range as related to grades received, it is clearly suggested that much caution should be exercised in drawing conclusions about SAT or any standard score used as a predictor of college success. Institutional Research along with Admissions and Student Services need to study attrition and retention together. The author suggests the creation and use of a student survey instrument which is designed to collect the student's experience data while they are enrolled; an analysis of that instrument will help the College understand the nature of its attrition problem.

Presently, the Office of Institutional Research is not structured in a manner which allows it to generate statistically sound reports. While the Office needs to be separated from the cabinet level decision making process, the decision makers need the research services in order to make policy from an informed position. It is imperative that the College have a centralized and systematic data collecting and analyzing unit. The fragmented manner in which the computing services are requested and used is highly inefficient and ineffective.

TABLE 1

COLLEGE GPA's AND BOARD SCORES FOR GRADUATES
IN BIOLOGY, PHYSICS, CHEMISTRY, AND MATH

Class of 1977	GPA	Board Scores Range	Mean	N	%
	2.00-2.49	00-00	00	00	00
	2.50-2.99	940-1370	1148	(19)	40
	3.00-3.49	1130-1420	1251	(16)	33
	3.50-4.00	1130-1390	1284	(13)	27
1977		940-1420	1219	48	100

TABLE 2

COLLEGE GPA's AND BOARD SCORES FOR GRADUATES
IN BIOLOGY, PHYSICS, CHEMISTRY, AND MATH

Class of 1974	GPA	Board Scores Range	Mean	N	%
	2.00-2.49	959-1012	985	(2)	4
	2.50-2.99	899-1454	1180	(12)	25
	3.00-3.49	1039-1534	1282	(21)	44
	3.50-4.00	1058-1578	1364	(13)	27
1974		959-1578	1266	48	100

TABLE 3

COLLEGE GPA's AND BOARD SCORES FOR GRADUATES
IN BIOLOGY, PHYSICS, CHEMISTRY, AND MATH

Class of 1973	GPA	Board Scores Range	Mean	N	%
	2.00-2.49	1113-1248	1180	(2)	4
	2.50-2.99	1091-1504	1242	(17)	37
	3.00-3.49	1150-1451	1301	(20)	43
	3.50-4.00	1250-1426	1345	(7)	15
1973		1091-1504	1281	46	99

TABLE 4

COLLEGE GPA's AND BOARD SCORES FOR CRADUATES
IN BIOLOGY, PHYSICS, CHEMISTRY, AND MATH

Class of 1972	GPA	Board Scores Range	Mean	N	%
	2.00-2.49	1081-1293	1180	(4)	7
	2.50-2.99	1061-1409	1238	(24)	41
	3.00-3.49	1003-1450	1235	(24)	41
	3.50-4.00	1119-1382	1231	(7)	12
1972		1003-1450	1232	59	100

Now, we will examine fall to fall enrollment and net attrition. Although the pattern is haphazard, when one studies the male and female students by each category from freshman to senior, it works when the male-female ratio for a total college is analyzed. Tables 5A and 5B show the fluctuating pattern for sex while Table 5C demonstrates that the sex balance is under control. However, Table 5C and Table 6 illustrate the problems which can occur when enrollment decisions are made without the benefit of sound research information. For example, there is no logical relationship between the fall to fall enrollment in Table 5C and the net attrition pattern in Table 6.

The President has stated many times that the College must start to behave like a total institution. Tables 5C and 6 illustrate what can happen when a College fails to do so. Because the College has some control over replacements, re-admits, transfers, and reclassified students, there is little reason for the 1977-78 senior class to be so large had the class been built with the use of research data. Moreover, Table 6 graphs net attrition which reflect re-admit, reclassification, and transfer students for the years 1969-70 to 1976-77. The data is of little utility. Institutional Research needs to undertake a study of absolute attrition in order for the College to really know how well it retains students.

In relationship to attrition, the Intern has made a number of observations, all of which need to be studied very closely; K College has difficulty retaining three groups of students: After having selected K College first, a number of academically strong students transfer to schools which are academically as strong as K (or stronger in some cases). The institutions they choose tend to be mainly different from K in the amount of diversity they have in the student body and in the institutional staffing as perceived by the leaving students (drop-outs). No college should start to lose its strongest students without becoming concerned and setting about to change that trend. The second grouping is the student who in

TABLE 5A

MENS FALL ENROLLMENT

	77-78	76-77	75-76	74-75	73-74	72-73	71-72
FR	226	238	238	248	206	240	230
SO	214	202	240	191	195	198	210
JR	187	211	164	157	162	181	150
SR	206	160	149	143	151	144	164
FOR	9	8	4	4	7	3	6
SS	8	10	15	12	11	5	8
	850	829	810	755	732	771	768

TABLE 5B

WOMENS FALL ENROLLMENT

	77-78	76-77	75-76	74-75	73-74	72-73	71-72
FR	202	194	213	202	189	219	184
SO	171	180	174	166	184	172	144
JR	143	145	135	153	124	124	111
SR	145	133	147	109	115	111	129
FOR	8	6	10	7	5	6	5
SS	15	13	8	8	7	10	6
	684	671	687	645	624	642	579

NOTE: FOR = Foreign & SS = Special Student

TABLE 5C

TOTAL COLLEGE'S ENROLLMENT
WITH PERCENT OF CHANGE AND RATIO OF MALES

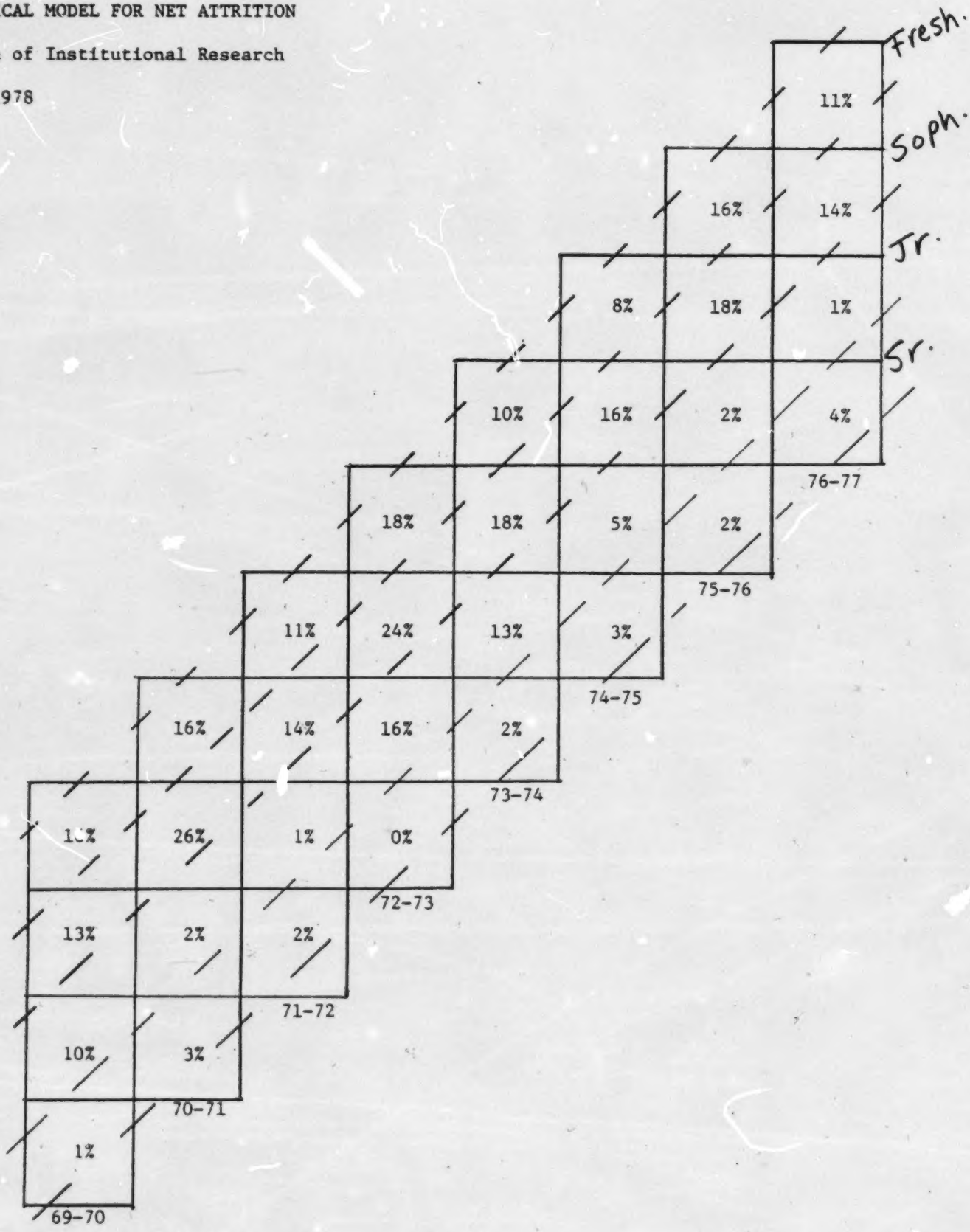
	77-78	% of Change	76-77	% of Change	75-76	% of Change	74-75	% of Change	73-74	% of Change	72-73	% of Change	71-72
FR	428	(-1)	432	(-4)	451	(0)	450	(+12)	395	(-14)	459	(+10)	414
SO	385	(+1)	382	(-8)	414	(+14)	357	(-6)	379	(+2)	370	(+4)	354
JR	330	(-7)	356	(+16)	299	(-4)	310	(+8)	286	(-6)	305	(+14)	261
SR	351	(+17)	293	(-1)	296	(+15)	252	(-5)	266	(+4)	255	(-13)	293
FOR	17		14		14		11		12		9		11
SS	23		23		23		20		18		15		14
	1534		1500		1497		1400		1356		1415		1347
Male %	55		55		54		54		54		54		57

NOTE: FOR = Foreign & SS = Special Student

NUMERICAL MODEL FOR NET ATTRITION

Office of Institutional Research

May, 1978



Annual Attrition	10.9%	12%	8%	14.6%	12.2%	8.4%	10.1%	8%

many ways appears to be the average K-student, but for whatever reasons perceives the College as being completely lacking socially. This student complains about the pressure he experiences or perceives "to appear to be studying all of the time". The person speaks of having to go home just to escape that pressure. While most of these persons are able to do well academically (and many do so), most transfer nevertheless. The final grouping is the Black student body in general. For this grouping, there is data.

Table 7 shows that attrition of the Black student has become astronomical: For instance, the graduating class of 1978 has an attrition rate of 80 percent after three years, the class of 1979 has a rate of 64 percent after two years, and the class of 1980 has an attrition rate of 43 percent after one year. That is compared to 30 and 14 percents for the classes of 1977 and 1976 respectively after four years. The data suggest that recent Black enrollees have above a 0-15 percent chance of graduating from Kalamazoo College which indicates the need for corrective action.

TABLE 7

ATTRITION OF SELECTIVE CLASSES OF BLACKS

The Graduating Class of	Number of Black Students Enrolled:	% Dismissed	% Withdrew	Total Attrition
1980 x	(14)	07% (1)	36% (5)	43% (6)
1979 xx	(11)	09% (1)	55% (6)	64% (7)
1978 xxx	(10)	10% (1)	70% (7)	80% (8)
1977 xxxx	(13)	0	30% (4)	30% (4)
1976 xxxx	(14)	0	14% (2)	14% (2)
1975 xxxx	(2)	0	0	0

x = number of years completed

Formal and informal interviews with the Black students reveal that the College's attitude and behavior toward them and the resultant morale problems are mainly the

culprits. The Black students feel that the College's attitude toward them has taken a turn for the worse in recent years. As the investigator probed that perception, he discovered that while faculty's attitude toward Black students is perceived to be somewhat negative on the whole, but varying from good to bad; the students feel that the administrative attitude is the primary cause of the increase in Black attrition. It is felt by the Black students generally, that the President is responsible for the increased insensitivity to the Black student. He is viewed as either being responsible for the attitudes, or for doing nothing to correct it.

Analytically, the Intern believes that the above perception is compounded by a modern reaction to an old phenomenon. That is, he feels that the new Black student is unable or unwilling to tolerate as much racism or insensitivity as his formal counterpart. Table 8 illustrates what Black students have been complaining about historically, that is "no matter what the Black student does in class, he will probably get a 'C' grade out of the course". These students started the College in the 1972-73 school year. One can note that while the student's high school rank and board scores vary considerably, his GPA at K College clusters around "C".

In Table 9, it is seen that the College does not attract the academically strong Black student (relatively) that it used to. Also, it shows the withdrawing tendency of the new Black student. The perceived administrative negativeness, coupled with the "C" manifestation caused the morale problem among the Black students which was alluded to earlier. The morale factor causes the enrolled student to withdraw and/or them to tell prospective Black students not to come to K College.

The recruiter and admission personnel should make the same efforts to keep a sex balance among Black students as in the general student body. But, probably more important at this point, the College must understand that any attempt to significantly increase the Black or minority student population without an equal increase in the College community (administration, faculty, and staff) will most

TABLE 8

GRADUATING CLASS OF 1976

Student	College GPA	Total Units	S.A.T. V	S.A.T. M	Disposition of Student	H.S. Rank
A	2.64	38	-	-	graduated	19/182
B	2.15	22	460	490	withdrew	256/608
C	2.72	42	550	640	graduated	6/52
D	2.88	35	591	490	graduated	32/199
E	2.75	35	370	370	graduated	211/650
F	2.66	35	430	360	graduated	25/309
G	2.79	34*	510	530	graduated	5/477
H	2.06	35	350	530	graduated	184/416
J	3.00	35	330	480	graduated	118/980
K	2.38	15	463	471	withdrew	13/112
L	2.24	35	460	460	graduated	1/31
M	2.55	35	590	320	graduated	228/550
N	2.86	35	440	500	graduated	45/843
O	2.19	32*	320	480	graduated	192/531

* 35 units are needed to graduate; two persons marched and graduated the following term.

TABLE 9

GRADUATING CLASS OF 1980
(based on two terms)

Student	College GPA	Total Units	S.A.T. V	S.A.T. M	Disposition of Student	H.S. Rank
1	2.38	5	260	220	enrolled	55/503
2	1.88 m	6	280	300	dismissed	276/502
3	2.58	6	320	480	enrolled	1/205
4	2.00	5	360	440	withdrew	-
5	2.07	6	540	520	enrolled	30/144
6	1.75 f	5	420	360	enrolled	3/290
7	2.25	6	450	520	withdrew	-
8	2.08	6	440	440	withdrew	161/406
9	2.28	6	260	210	enrolled	62/165
10	1.66 f	6	460	390	enrolled	104/185
11	-	-	-	-	withdrew	-
12	2.00	6	410	460	withdrew	29/280
13	3.28	6	410	460	enrolled	7/875
14 - new enrollee						

m = male, f = female; it may be incidental that a male was dismissed with a higher GPA than two females who are still enrolled.

likely prove pointless. Here is an interesting paradox: The College wants to maintain or improve its quality and at the same time diversify; it cannot financially afford to do both at once, and it cannot afford to not do so. The solution is perhaps in the commitment. Harvard and Oberlin are two examples of institutions doing both. The typical reaction in the College is: "But those institutions have greater resources." While that is true, it also points to the general support for what they are doing.

The Faculty. While the faculty is excellent on the one hand, it tends to be too homogeneous to provide a good liberal education to students that must learn to live in a mixed society the like of the U.S.A. As an example, the Intern was fascinated to discover in a classroom setting, the closeness (and narrowness) of philosophies (particularly in relationship to the female and her role in society) between 17-19 year old male youths and 50-60 year old male faculty. If the faculty is the mirror through which the student learns to see the world, how unfortunate is the student who only has one type of mirror to look in, and how unfortunate is the professor who has only one kind of looker.

In divisions such as Social Science and Literature, most of the faculty have never considered bringing Black or minority content in their courses unless it is a "Black or minority" course, an observation arrived at through extensive informal discussion with faculty and conversation with Black students. There is no pressure to change the College's "lily white" image. A few faculty, especially the untenured, feel that it is expected and desired that they teach traditionally and conventionally. They give examples of members getting negative tenure decisions when they have attempted to do otherwise.

There is somewhat of a morale problem among faculty also. Their most prevalent argument is that the administration is heavy handed in academically related matters (especially in relationship to tenure), and some of the senior administrators use money extravagantly for office and personal things while maintaining

there is no money for certain important programs. While the level of spending is probably reasonable and justified, the community's doubts suggest the need for effective communication.

The way a significant number of faculty isolates themselves at lunch in their "little" circle (in one corner of the snack bar) seems very inappropriate at a place as small as K--at a college which purports to "educate the whole student". Eliteism has a way of manifesting itself in peculiar manners, and in this instance, runs counter to diversity or overall morale.

Although the diversity issue has not been settled in the faculty (or student body for that matter) the faculty-student ratio is a real strength of the College. An examination of eleven quarters shows the ratio to be getting smaller generally. However, the "Department Teaching Profiles", which analyzes each department separately, indicated that a number of hard decisions must be made about certain department and course offerings. This area needed to be studied very carefully before attempting to make any significant changes. Because of the complexity of those profiles and personnel decisions in that regard, the investigator will only indicate the need to study that area very carefully.

There is an administrative desire to tie faculty evaluation to the social and developmental aspects of their students. A process perceived to promote the "teaching the whole student" ideology. However, the reward system which get the faculty members tenure does not lend itself to the notion very well. A number of negative tenure decisions for professors who were very good with students communicate to the faculty that high rewards do not correlate to student satisfaction. Unless the administration ties the reward system to the non-academic parameters, one can predict very little change in faculty behavior in that respect.

The Administration. Much of the morale problem, which is present in the faculty resides in the administrative rank. The wide range in the compensation packages

FACULTY & STUDENT FTE'S
BY QUARTER

1) Fall Quarter 1975-76

Students		Faculty	
Freshman	450	Full-Time	59
Sophomore	395	Part-Time	15
Junior	103	FTE	66.5
Senior	140		
Foreign Unclass.	14	Ratio 1:16.68	
Special	7		
FTE	1109		

2) Winter Quarter 1975-76

Students		Faculty	
Freshman	438	Full-Time	61
Sophomore	372	Part-Time	20
Junior	105	FTE	71
Senior	139		
Foreign Unclass.	13	Ratio 1:15.07	
Special	3		
FTE	1070		

3) Spring Quarter 1975-76

Students		Faculty	
Freshman	425	Full-Time	61
Sophomore	114	Part-Time	16
Junior	234	FTE	69
Senior	235		
Foreign Unclass.	13	Ratio 1:14.88	
Special	6		
FTE	1027		

4) Summer Quarter 1975-76

Students		Faculty	
Freshman	16	Full-Time	40
Sophomore	291	Part-Time	14
Junior	247	FTE	47
Senior	21		
Foreign Unclass.	4	Ratio 1:12.51	
Special	9		
FTE	588		

5) Fall Quarter 1976-77

Students		Faculty	
Freshman	431	Full-Time	70
Sophomore	370	Part-Time	15
Junior	103	FTE	77.5
Senior	135		
Foreign Unclass.	14	Ratio 1:13.63	
Special	3		
FTE	1056		

6) Winter Quarter 1976-77

Students		Faculty	
Freshman	428	Full-Time	70
Sophomore	335	Part-Time	13
Junior	122	FTE	76.5
Senior	119		
Foreign Unclass.	15	Ratio 1:13.33	
Special	1		
FTE	1020		

7) Spring Quarter 1976-77

Students		Faculty	
Freshman	414	Full-Time	67
Sophomore	86	Part-Time	11
Junior	269	FTE	72.5
Senior	241		
Foreign Unclass.	15	Ratio 1:14.15	
Special	1		
FTE	1026		

8) Summer Quarter 1976-77

Students		Faculty	
Freshman	10	Full-Time	40
Sophomore	277	Part-Time	17
Junior	286	FTE	48.5
Senior	17		
Foreign Unclass.	5	Ratio 1:12.35	
Special	5		
FTE	600		

-continued-

Faculty & Student FTE'S
By Quarter
continued

9) Fall Quarter 1977-78

Students		Faculty	
Freshman	428	Full-Time	71
Sophomore	369	Part-Time	6
Junior	86	FTE	74
Senior	165		
Foreign Unclass.	17	Ratio	1:14.45
Special	4		
FTE	1069		

10) Winter Quarter 1977-78

Students			
Freshman	421	Full-Time	77
Sophomore	340	Part-Time	6
Junior	109	FTE	80
Senior	151		
Foreign Unclass.	17	Ratio	1:13.05
Special	0		
FTE	1044		

11) Spring Quarter 1977-78

Students		Faculty	
Freshman	398	Full-Time	72
Sophomore	59	Part-Time	9
Junior	278	FTE	80
Senior	289		
Foreign Unclass.	13	Ratio	1:13.54
Special	0		
FTE	1037		

of administrators is much of the causal factor. In the future, the College will be wise to construct a more fixed range for administrators' compensation. Moreover, there is concern about budgetary allocation and distribution which vary from area to area. Some variation is expected; it is the ratio that is being questioned.

The College does not have a Black or minority in a significant administrative position--a fact that concerns persons inside and outside of the institution. And, there is a growing concern about the absence of women in administration at the senior level.

Although the administration is generally competent, there is serious concern about its affirmative action commitment. The College has a real image problem--a "lily white" image. This image has made it very difficult for the College to obtain much needed funds from some persons, organizations, and foundations. The level of Black support is the most obvious example: This is a "telling" observation,

when one considers that many of the College's Black students have come from middle class families, historically, and are themselves upper-middle class.

The rate of turnover in the administration has caused some concerns generally, and a growing sense of insecurity in the administrative ranks. That phenomenon has tended to promote a bad image and the morale issues, although much of administrative attrition may have been justified. While on the one hand, the College is correct in bringing its administrative operations into the "20th Century", one of the real strengths of the College has been the sense of dedication among its employees, particularly secretaries, clerks, and entry level "administrators". To systematize the operations while destroying the dedication is institutionally unwise and undesirable. All change strategies for human systems must be flexible and well paced. A perfect system could be the liberal arts' undoing.

Administratively, there is some concern to bring the pay level of support personnel (secretaries, clerks, head residents, etc.) up to the levels at similar institutions, and at the same time de-personalize a number of office procedures. The peculiar personal nature of those operations has been the primary factor which made the person doing the task feel needed and important. This phenomenon promoted the dedication and justified (for the particular worker) satisfaction though he was minimally compensated. Unless caution is exercised before significantly changing these arrangements, the cost of "efficiency" may prove quite high.

The Secretaries and Support Personnel. As a group, the support personnel are quite dedicated and efficient, their main short comings tend to be having a double "professional" protocol. They have a habit of addressing White professionals with titles, and non-Whites with first names. The total community is guilty of that to varying degrees; the senior administrators insensitivity in this regard tends to reinforce the behavior in their subordinates. A concerted effort could turn that behavior around. Secretaries and receptionists should be trained to interact with

all persons that they encounter as if the individual is capable of giving the College a million dollars. Poor receptions can haunt an institution in the future more than any other single act, for all the obvious reasons.

The Board of Trustees. Although the Board of Trustees passed a resolution to increase diversity (or add more Blacks to the Board) in the June, 1978 session, it came off as a noble gesture of good faith. There seems to be no real appreciation of the fact that much of the College's financial well being and internal vitality may well be determined by the Board's future actions on that issue. The Board members seem to be selected more on the basis of financial wealth than on whether the person brings any particular skill to the Board. The peculiar absence of Blacks, other minorites, and persons with direct college administrative experience are a few examples. That strategy is questionable in the long-term future of the College.

In the past, the Board has played a "pass-the-buck" game with the administration with respects to affirmative action. Neither the Board, nor the College have firm goals for affirmative action. Both seem more concerned with legal compliance, than realizing a committed goal. The Board has insisted on a Planning Model which is a step in the right direction. In the area of diversity, unless the Board insists on a goal that should be reached within a certain flexible amount of time, it is predicted that very little will change in the College mixture. The planning model is assumed to be the correct start, because it will force policies to be generated in an organized manner, as opposed to the seemingly randomness or reactionary propensity of past policies.

Once the College has adopted a good planning model and educated its community about the model, then the Board can give guidelines and monitor the administration's effectiveness by the degree to which it accomplishes mandated, explicit goals. Each administrative area should have specifice short- and long-range goals within the

overall planning model. The President will be able to evaluate progress in an ongoing manner in his regular Presidential Advisory Committee, which consists of the senior administrators.

Conclusions. Because the College has been functioning without a clear plan which is understood by its community, many administrative policies have been of an ad hoc nature thus creating ambiguity in general, and excessive conflict between administration and faculty. The seemingly ad hoc nature of many policies causes too much traffic in the President's office, and is judged to waste executive administrative time. While the President's open-door policy seems appropriate for a small college, the absence of a systematic screening process is believed to be inadequate. Many concerns directed to the President's office could be handled by an "assistant" who has the authority to resolve certain specified problems. At present, the delegation of authority by the President is unclear and non-systematic.

The College needs to undertake a retention study in order to get a concise understanding of the catagories of students it loses and why. That study should only be undertaken after a viable Research Office is established--so that data are centralized, systematized, and synthesized.

The College must establish a goal to diversify its faculty. A homogeneous faculty is unable to provide a liberal education to a homogeneous student body. Some of the student attrition may be a result of the homogeneous faculty which causes a number of otherwise excellent students to not fit the mode (to withdraw).

There is too wide a range in the senior administration's compensation and responsibility. That range is responsible for much of the morale problem, and the morale issue has caused some complacency in the administrative ranks. Corrective actions will be difficult; a comprehensive Planning Model may be the only hope for the College in this respect. The College can plan for long range adjustments.

The Board and the College's secretarial and supportive staffs need to be educated about their behavior toward non-Whites. It is immediately easier to recruit non-Whites in this part of the College's community. If the College is to have an affirmative action plan (or what you will), the sooner the plan bear fruit, the quicker the College will start to change in a positive direction. The College can make progress in these areas without significant increases in its budgetary operations. Once the College starts to change itself and its image, it may find that commitment does more than money per se. Moreover, what seemed insurmountable at the outset may prove quite simple after some commitment and practice. If the College chooses to adopt any of the recommendations, a change strategy is offered: When a College is commited to planned change, it must insist on an attitude of innovation and not allow itself to justify the status quo. Once the College allows its members to rationalize why we can't, and accept them, it will find that most of their energy will be used to "not do" and generate the justification. In the process you will allow your college to adopt a negative self-fulfilling prophecy which is its entrapment.

Many of the ad hoc assignments, which were delegated to the Intern by the President, were duplications of tasks completed or in process by other units such as Admission, Registrar, or Student Services. These duplications caused conflicts and produced a great deal of noise in the system (and often did not help the administrative morale problem). The assignments tended to be not well thought out and the resultant division of labor inefficient. The purposed Planning Model may correct that phenomenon, somewhat, although considerable care is indicated in the future with regard to task assignment and the division of labor of administrators.

While this analysis is not intended to be an end in itself--the College must study and correct itself; it does explain and/or outline the most critical issues

facing the College and analyzes data which are available. In that respect, it can be a useful tool for the College as the administration develops a comprehensive Planning Model.

APPENDIX

ON BEING A ROCKEFELLER INTERN AT KALAMAZOO COLLEGE: A PERSONAL POINT OF VIEW

The Introduction. Not only is it fitting that I should evaluate the experience at Kalamazoo College as the second Rockefeller Intern, but it is an agreed on responsibility that I do so.

I have spent eleven months here and this seems as good a time as any to write the report. First, I should make it "perfectly clear" why I accepted the Rockefeller Fellowship: It was my informed opinion that the Internship was new (with a one-year track record); that the first Intern had mixed feelings about its utility; and while it had much potential, it had very little precise structure. Although considerable thought had gone into outlining general goals and objectives for the experience, as reflected in the proposal, too little administrative time went into designing a specific structure which fits the professional interest and training of the Intern. I believed in the idea of the Internship and in my ability to take on something new (as this Internship) and design a program or project with a structure which makes it possible to produce the desired outcomes.

If this report offers insights which will help the persons involved with the project design a better training experience for the next Intern, then my efforts in this loosely structured experience have been worthwhile. One of my professional ambitions is to be able to translate good educational visions into reproducible programs with predictable results. Therefore, it is hoped that by clarifying my personal assumptions and predisposition, others will understand that this report is only an ambitious summary of one Intern's judgments of a very complex experience. It is meant to challenge all involved with this Internship that they not become so self-righteous by the nobleness of placing a Black in the President's Office that his presence serves mainly as tokenism.

The Overview. First, I will delineate the major components of the experience and evaluate the units separately and collectively:

1. The President

2. The Provost
3. The Vice President for Business & Finance
4. The Vice President for Student Affairs
5. The Rockefeller Intern
6. The Faculty
7. The Staff
8. The Students
9. (Institutional Research -- and Planning)
10. (The Board of Trustees)
11. (The University of Michigan)

The President, the Provost, the Vice President for Business & Finance, and the Vice President for Student Affairs all had different assumptions and expectations of the Internship, as the Intern discovered after two months of interaction with those gentlemen. The President expected the Intern to be mostly an observer and over-valued the importance of him being located in the President's Office. The Provost viewed the Internship as a presidential whim to be tolerated but having little significance for the Provost's Office. The Vice President for Business & Finance thought the Intern should be a "student" and not given real responsibility. The Vice President for Student Affairs was mostly indifferent, and did not expect to interact with the Intern in a substance kind of way. He expected only philosophical involvement with the College and particularly in his area of responsibility.

The Intern thought of himself as a person with skills and of the College as needing the use of those skills. He saw the Internship as a process which should not only allow the Intern to use the skills acquired other places, but one which should actively seek to indentify and use those skills while systematically developing his potential skills for immediate utility.

The administrative group, along with a major segment of the college community made concerted efforts in the initial stages of the Internship to assure the Intern

that they were "color-blind" — an old and honorable theme. This is a one directional theme of universality and herein lies the crux of the problem. The theme implies that the party should invalidate his Black experience and strive for a "universal" existence — to reduce one's values to zero. Moreover, all proclamations of "color-blindness" seeks to abstract the Black person from the specific conditions of his history and existence in the U.S. Similarly, the proposal "to educate" the college community -- a college community of all groups -- to the fact the Black people have the same general range of intelligence and abilities as any other categorical grouping, represents a flagrant denial of causality. Both phenomena are racist and attempt to impose the corrective responsibility on the victim. The presence of White prejudices and not the absence of Black talents have caused the short-falls; therefore, human biases must be confronted as they are to affect positive change.

The Weaknesses. Administratively, the College is caught in the time warp of an era past — the Jackie Robinson Syndrome. The prevailing notion was to bring a "bright young Black administrator" to Kalamazoo College on soft money, so that the College may make judgments about bringing one in on hard money or stall for time on such commitments. This process is meant to educate the community which, at best, represents tokenism. The postponement of an affirmative action in the administrative rank of the College suggests that Blacks have not yet proven that they are college administrators.

As in an earlier era, when the baseball community did not believe that Blacks could play major league baseball, the community here feels that Blacks are not "major league" administrators. The nobleness in this syndrome attempts to select a superstar Black who can hit some administrative "home runs". Paradoxically, he is not given enough responsibility to score a run or get a good hit for that matter. Because private education is more important than major league baseball, one cannot be given a real position "to play" until he has earned it without practice. The

Intern can do public relations work and hit theoretical runs, if he is satisfied having titles, attending meetings, and being seen.

Now, to solve the above problems.

First, before the College accepts another Intern, the senior administrators should get together and decide how best, generally, to utilize a Ph.D. or doctoral candidate at Kalamazoo College. Some general guidelines about how to give the person responsibility should be worked out and agreed on at the senior administrative level. No matter what the person's professional interest, The University of Michigan's training will have prepared him for, at the very least, entry level college administration. Therefore, it should not be very difficult to select a general administrative area in which to give the person responsibility. The person should be periodically evaluated and given feedback on specific task assignments. The faculty, staff, and students should have to interact with the Intern directly because of the nature of his tasks and responsibilities at the college not with some casual curiosity as is now the case.

The Internship should be designed so that the Intern would have to make at least one report to the Board of Trustees in the area of his responsibility (this report could be checked by the President beforehand if his professional judgment dictated it). Moreover, at least, one task assigned the Intern should be complex enough to demand use of the University of Michigan as a resource.

The Intern's interaction with the Board of Trustees should be expected to be as professional as the rest of the senior administrators of the College. The habit of the Board and the College, which is to interact with the Intern in relationship to "Black only" types of issues, should be corrected. When the Intern is not given functional responsibilities, it is easy to assume that he is here because he is Black and that must be his only expertise or utility to the community.

As Director of Institutional Research, I have been quite disappointed at the level and nature of the services requested of me by the senior administrators, especially considering the statistical nature of a number of enrollment, program usage, and budgetary problems. Also, I was surprised to produce and distribute reports which outlined serious problems and not be confronted by senior administrators about the accuracy or consequence of those findings. The personal example is used to illustrate explicitly concrete shortcomings in the Internship and not for want of some kind of personal recognition for tasks accomplished, although a reward system must be designed into a good Internship.

The Intern having use of the President's or Provost's secretary is less than desirable. It is important that the person have at least a half-time secretary. A senior administrator attempting to function without a personal secretary is laughable -- it was stipulated that the person is to be in training for executive administration.

While the absence of structure and senior level administrative disagreement on the amount or type of responsibilities to assign the Intern have caused the waste of much energy and time (which could have been more productively used), participation in the Internship has been personally and professionally rewarding. The positive aspect of the Rockefeller Fellowship is overwhelming.

The Strengths. Before summarizing the program's accomplishment, I will highlight the greatest experience I have had here: The Provost and I team-taught a freshman seminar; we discovered the need for diversity, jointly, in a way that we could not have done separately or from our respective administrative positions. We have both communicated our findings and concerns to the College. With respect to the Internship, what makes that experience stand out is that one cannot be assigned to the classroom without the responsibility for teaching (or, maybe I just love teaching).

The Rockefeller Presidential Internship at Kalamazoo College has helped me to sharpen a set of general and specific skills in leadership, management, and administration by offering the practical environment (the total College) and competent and diverse mentors (President Rainsford and his senior administrators) from whom critical and supportive guidance is provided in peer relationships. While the following list of skills is not exhaustive, it does delineate many of the most important areas in which I have become proficient. I have participated and have competence in the following:

A. Academic Area

1. Personnel recruitment and selection policy and practices.
2. Develop and run faculty workshops.
3. Promotional and tenure reviews.
4. Relate to faculty in a variety of disciplines outside of my own.
5. Ensure that grievance procedures work.
6. Team teach.
7. Develop course curriculum.
8. Develop foundation and federal proposals.
9. Work with registrar and student's records and transcripts.
10. Present papers to institutional and business groups.
11. Facilitate understanding through "Business and Academic Dialogue" workshops.

B. Financial Area

1. Develop departmental and institutional budgets.
2. Monitor budget spending by departments.
3. Construct and administer salary and compensation scales and packages.
4. Work with personnel policies.

5. Understand investment policies.

6. Work with Development Office on annual and capital fund-raising programs.

7. Manage an area budget.

C. Institutional Research Area

1. Direct Institutional Research.

2. Design a data collection process for programs.

3. Conduct formative and summary evaluations.

4. Prepare quarterly and annually research reports of an institution.

5. Systematize institutional data reporting and collecting procedures.

6. Provide research consultations.

7. Develop tables, graphs, etc.

8. Compile and analyze statistical data.

D. Student Services Area

1. Work with student organizations.

2. Counsel individual students.

3. Work with institution's advising structure.

4. Achieve settlement of disputes between students, faculty, and administration.

E. General Administration

1. Observe close-hand the daily life of a president and other senior officers.

2. Observe operation of inter-institutional consortiums.

3. Participate in cabinet level decision-making.

4. Work with individual trustees, trustee board, and committees.

5. Develop and implement affirmative action programs.

6. Participate in a wide variety of professional organizations.

7. Represent the institution on institutional research matters and other times the President's request.

8. Exceptional ability for anticipating and analyzing human behavior — a kind of intuitiveness — and the ability to hear what is not being said, also. This ability enables one to bring the "problem" into focus quickly, which increases the possibility of finding a timely solution.

The Placement Assistance. The one aspect of the Internship, which was most troublesome to the first Rockefeller Intern, was the absence of an organized Career Planning and Placement component in the Internship process. One year passes very quickly when one is "having fun" or otherwise involved with an exciting program--as the Rockefeller Fellowship. The need for professional career planning and placement assistance can not be overemphasized. The first thing one wants to know after he learns that the College has the second Intern is: "What is the first one doing now?" No matter how much excitement the Intern has about the fellowship, until it produces post Internship placement results, it will appear to many as an exercise in futility.

While this Intern philosophically disagrees with the omnibus suspicions concerning the utility of the Internship, he has only a "good faith" argument with which to counter those suspicions. In short, it is unprecedented that we who believe in this Internship make concerted efforts to secure impressive post Internship placements. If this Internship is to be the model for others, it must get results. The Intern, personally, feels that every effort that the College and he could think of have been implemented to find an adequate position; at the time of this writing the position has not yet materialized. While the Intern realizes (and in this case knows) that the absence of results does not correlate to an absence of efforts, he knows that the world judges programs by the results that they produce.

It is the Intern's conviction that a meaningful position will come from those efforts; unfortunately, the position will not be found early enough to be a show

piece" in this report. Kalamazoo College, through this Internship process, has learned a great deal about the difficulties involved in placing a Black professional in positions that he has not been considered for, historically. In that respect, it has learned a great deal about itself. The Intern believes that, given time, the College has the administrative leadership to find a solution to problems of adequate placement for its Interns. In fairness to that leadership, the placement of minorities in higher education is a societal problem, and it shows a part of the College's strength to be willing to take on a problem of such magnitude even if difficulties were underestimated.

Finally, the Intern feels that the College and the Foundation may both be guilty of a small oversight in not developing a strong placement component along with the Internship. This Internship, as all human endeavors, must be tried first, then improved as it flaws are discovered. The Intern strongly recommends that the institutions involved with the Internship do not abandon the idea before it has had time to reach fruition. Similarly, each Intern must not become discouraged when he finds the Internship less than perfect. There must be a continued commitment from all involved!

The Summary. While the evaluation starts with the program's weaknesses, as perceived by the Intern, it does not suggest that they are of more importance than the strengths. More precisely, starting with the areas which need improvement is more a reflection of my administrative style than it is a judgment of the program's worth to me as a participant.

The recommendations of this report can be summarized as follows:

1. The senior level administrators need to agree beforehand on what is generally expected of the Intern.
2. They should agree on the minimal level of responsibility to assign the Intern.

3. They need to have at least one short term task to assign the Intern, with appropriate funds.

4. Much of the flexibility in the program should be maintained, but more closely supervised; i.e. monthly reports could be demanded and evaluated; or each major area that the Intern works in should have a formal evaluation process.

5. Because the Intern will have natural ties with The University of Michigan, advantage should be taken of its tremendous resources -- not only would that process provide cooperative and consultive training, but would allow the Intern an opportunity to bring outside resources to the College's disposal.

6. To teach is to learn: It is my conviction that by having the senior administration fundamentally involved in the designing and evaluation aspects of the Internship, that will help them become better administrators. Moreover, people tend to be as good as we expect them to be; therefore, I see no reason to expect less than excellence of the Intern given his education and the selection process.

7. Finally, although specific structure is recommended and warranted, much of the flexibility of the Internship is desireable.

Again, The Rockefeller Fellowship has been an interesting and growth experience, and I feel compelled to live up to the faith that The University of Michigan, Kalamazoo College, and the Rockefeller Foundation had in me. While the Internship, as everything else, has some shortcomings, rest assured that the basic idea is a good one; the efforts and monies are timely; and by virtue of having this important opportunity, each Intern has the responsibility to make significant contributions -- and in the process our society moves forward.

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